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ABSTRACT

Ideal School is an alternative school in the Vancouver, British Columbia school system, which has approximately 100 students, five teachers and one administrative assistant. Students come from varied backgrounds and are accepted on the basis of their desire to learn and their willingness to face challenges which are individually set in accordance with their needs and abilities. Some students have special needs and obtain financial assistance. The attainment of high academic standards is a major aim of the school. Its existing program follows the British Columbia curriculum, but facilities are not available for physical education, industrial education, home economics, music, physics or chemistry. This report offers, through an analysis of responses to questionnaires, the opinions of students and teachers on various aspects of Ideal School and outlines the background of the student population, their expectations, changes in behavior and the degree of satisfaction they have experienced since attending Ideal School. In addition, the background of the teachers, their opinions of the school, and their suggestions for possible improvements are made. (Author/MV)

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AN EVALUATION OF IDEAL SCHOOL, 1974-75

Research Report 75-22

November, 1975

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TABLE OF CONTENTS

	PAGE
ABSTRACT	1
INTRODUCTION	1
METHOD	1
Design of the Study	1
PROCEDURES	2
Analysis	2
RESULTS	2
DISCUSSION	4
APPENDIX A: QUESTIONNAIRE A FOR STUDENTS AT IDEAL SCHOOL (N=85)	7
APPENDIX B: QUESTIONNAIRE B FOR STUDENTS AT IDEAL SCHOOL (N=85)	16
APPENDIX C: QUESTIONNAIRE C FOR TEACHERS AT IDEAL SCHOOL (N=4)	19

LIST OF TABLES

PAGE

TABLE I:

LIST OF SUBJECTS BY GRADE, NUMBER OF STUDENTS AND SPECIAL PROGRAM STUDENTS FOR FOUR TEACHERS AT IDEAL SCHOOL 6

ACKNOWLEDGEMENT

The author wishes to acknowledge the help given by Miss Marnie Blenner-Hassett in the formulation of the questionnaires for Ideal School.

ABSTRACT

Questionnaires were given to students and teachers of Ideal School. One questionnaire elicited various opinions from students concerning Ideal School. Another questionnaire was used to obtain biographical information on the student population. The teacher questionnaire was utilized to solicit information regarding problem-solving techniques, problems and suggestions for improvement of Ideal School.

It was found that the students were benefiting from their experiences at Ideal School. They were stimulated by their learning experience and given some freedom to participate in school decisions. Ideal School influences students' attitudes toward academic achievement in a positive direction. The dedicated teachers and low student-teacher ratio has led to mutual respect and kept classroom problems to a minimum.

On the negative side, facilities (e.g. physical education equipment and space, science equipment and library books) were inadequate. There are not enough options for students. The location of the building is poor. Lack of study space, lunch facilities and storage space add to the poor conditions.

The work load for teachers is heavy because there is a wide variety of teaching, counselling and administrative duties at the school. In spite of these difficulties, Ideal School appears to be accomplishing its objectives.

Suggestions are presented as to how some of the problems could be alleviated.

AN EVALUATION OF IDEAL SCHOOL, 1974-75

INTRODUCTION

Ideal School is an alternative school in the Vancouver school system. The school has approximately 100 students, five teachers and one administrative assistant. Students come from varied backgrounds and are accepted on the basis of their desire to learn and their willingness to face challenges which are individually set in accordance with their needs and abilities. Some students attending the school have learning disabilities and require special tutoring. Other students have special needs and obtain financial assistance through Vancouver Resources Board, the Department of Human Resources or the Department of Indian Affairs.

The attainment of high academic standards is a major aim of the school. Its existing program follows the B.C. curriculum but facilities are not available for physical education, industrial education, home economics, music, physics or chemistry.

It is the purpose of this report to survey the opinions of students and teachers on various aspects of Ideal School. Specifically, this report is interested in outlining the background of the student population, their expectations, changes in behaviour and the degree of satisfaction they have experienced since attending Ideal School. In addition, the background of the teachers, their opinions of the school, and suggestions for possible improvements are made.

METHOD

Design of the Study

Three questionnaires were prepared for this study. Questionnaires A and B for students are presented respectively in Appendice A and B. The questionnaire for teachers at Ideal School may be found in Appendix C.

Questionnaire A was designed to seek information on students' opinions regarding Ideal School. Questionnaire B was designed to obtain biographical information about the students attending Ideal School. The teacher questionnaire was designed to obtain teachers' opinions regarding Ideal School and to provide information regarding their problem-solving techniques. Teachers were also asked to make suggestions for the improvement of Ideal School.

PROCEDURES

Analysis

Frequency tabulation of responses was carried out for each of the questionnaires. The response to Questionnaire A for students was factor analyzed using principal components. Comments of the five teachers are listed in Appendix C.

RESULTS

Summaries of responses to the questionnaires are located in Appendices A to C.

Factor analysis of the Questionnaire A for students yielded 12 principal components. The first factor, "academic achievement," accounted for over 21 percent of the variance of the responses. Items 36, 25, 34 and 14 correlated highly with this factor. Frequency analysis of these items revealed that the majority of students exhibited positive attitudes toward academic subjects as a result of their attendance at Ideal School. A second factor measured student-teacher ratio preferences. Items 12 and 35 correlated highly with this factor. Twenty-one percent of the students thought that Ideal School should enroll fewer students than the current number, but another 43% disagreed. Forty percent considered that there were too many students per teacher, but 39% were in disagreement.

Factor 3 determined the preference of meetings for decision-making. Almost half (49%) of the students claimed that the meetings between teachers and students had been worthwhile. Seventy-two percent of the students stated that they had participated in decisions pertaining to Ideal School. Factor 4 assessed school formality. Only one student (1%) indicated that the atmosphere of the school was too formal. Factor 5 related to the school's location. A majority of the students (74%) preferred that Ideal School be located farther away from downtown.

Factor 6 measured the degree of freedom students have to explore their own courses. Sixty-six percent agreed that they were allowed to explore their own interest areas within certain courses. Factor 7 evaluated teacher-student interaction. A large majority (89%) were of the opinion that there was more interaction with teachers at Ideal School than at their previous school. Factor 8 assessed opinions about field trips. Only two percent of the students considered that the field trips were a waste of time.

Factor 9 evaluated opinions regarding the adequacy of facilities and equipment. A majority (81%) of the students thought the facilities were inadequate. Factor 10 assessed opinions regarding the amount of free time students have at Ideal School. Twenty-six percent of the students felt they had too much free time. Twenty-seven percent also preferred to have more contact with the teachers at Ideal School.

In Factor 11, which explored the need for contact with the outside community, 46 percent of the students expressed a preference for more of these contacts. Factor 12 measured opinions regarding Ideal School expectations. Only 17 percent of the students thought Ideal School has low academic expectations.

The summary of responses for Questionnaire B which may be found in Appendix B revealed some biographical information regarding students attending Ideal School.

Thirty-six percent of the students have been at Ideal School more than one year. The majority of students (69%) enrolled at Ideal School because they would not continue in the regular school system. Forty-one percent attended an alternative or private school previous to their enrolment at Ideal School. If they had not been accepted at Ideal School, 59 percent of the students would have dropped out of school.

Forty-six percent plan to continue attending Ideal School in the 1975-76 sessions. Fifty-nine percent came to Ideal School to prepare themselves for further study or a career.

A majority (88%) of the students at Ideal School indicated that their parents are interested in their children's education. However, parental desire was not the main reason for student enrolment at Ideal School, as only 12 percent enrolled because of the wishes of their parents.

Thirty-six percent of the students were working either in part-time or full-time jobs while enrolled at Ideal School. Parents provided financial support for 69 percent of the students. Job earnings were the main financial support for 19 percent of the students.

Most of the students (67%) have lived in large urban centres most of their lives. A majority of their parents (62%) have attended university. Only 34 percent came from large families. Eighty-seven percent did not fail a grade in elementary school. Forty percent of their parents are either separated or divorced. Twenty-two percent of the students have been in trouble with juvenile authorities.

The majority of the students (55%) live in the area of Vancouver west of Main Street. Approximately 24 percent live outside of Vancouver.

The summary of responses for the teacher questionnaire may be found in Appendix C. All of the teachers have undergraduate degrees and teacher training. In addition one teacher has a Masters degree and a diploma in Educational Psychology. Teaching experience ranges from three to ten years; the average is five years. The average age of the teachers is 31 years.

The teachers get along well with almost all of the students. They are usually busy but generally are available to students. They view the social atmosphere at Ideal School to be rather friendly, with more than the usual openness among people.

The teachers solve specific teaching problems by talking to other teachers, by discussing their problems in a general meeting and by using outside teaching "resource" aides. The teachers feel that they are a team working together. The majority of teachers believe that Ideal School is not as involved as it should be with the community.

Table I presents the courses offered by the five teachers. It presents the grades taught, the number of students involved in each subject and the number of students in special programs.

DISCUSSION

The results indicate that Ideal School does influence positively students' attitudes toward academic achievement. If the students had not been accepted by Ideal School, over one-half of the students would have dropped out of school altogether.

The school operates in a democratic manner, although final decisions are made by staff. Almost half of the students find the exchange of information at school meetings worthwhile.

The dedicated teachers, the low student-teacher ratio of 20 to 1 and the emphasis on mutual respect tend to keep classroom problems to a minimum. At the same time these factors have helped breed trust and the formation of a cohesive working unit oriented to academic achievement.

Evidence of these effects may be seen in:
-better attendance,
-improved relationships with others,
-greater creativity in thinking, and
-more freedom to make decisions.

There is a general consensus that equipment is lacking in Ideal School. This applies mainly to the areas of Science and Physical Education. The small library of donated books is inadequate.

There is a high degree of agreement that the location of the school is extremely poor. Not only are there no playing fields but the noise level from nearby construction has added difficulties for both students and teachers.

The building housing Ideal School is inadequate with respect to storage facilities, lunch room facilities, and furnishings.

Although a high percentage of the students (40%) come from homes in which there has been a marriage break-up, and 19 percent work to provide their own financial support, the school has no full-time or part-time counsellor. The teachers do some of the counselling that is required. In view of the fact that 22 percent of the students have been in trouble with juvenile authorities, that many social agencies have contacts with students, and that psychiatrists make many of the referrals to Ideal School, the need for a part-time counsellor position appears to be critical. Further evidence for this need may be seen by the facts:

-that 17 percent of the students reside in other locations than the homes of their parents,

-that 41 percent are attending Ideal School but came not to prepare themselves for further study or a career, and

-that 41 percent were already in an alternative or private school before enrolling at Ideal School.

The following suggestions for improvement are made.

1. That more science equipment be provided to the school.
2. That a part-time counsellor position be established for the school. This would relieve teachers of the burden of counselling and improve community relations. In addition it would provide an expert counsellor to deal with the many problems encountered by students.
3. That renovations for study space, lunch room facilities and storage space be carried out. Some extra furnishings for existing rooms are needed.
4. That timetabling be arranged so that additional courses may be taken at King George Secondary School.
5. That arrangements be made for use of the King George community complex for physical education.
6. That more books pertinent to the curriculum should be made available in the library of Ideal School.
7. That more field trips be held.
8. That more parent-teacher meetings be held.
9. That more meetings be held to discuss how best to get the school more involved in the community.
10. That, in view of the fact that some students (26%) felt that they had too much free time, more assignments be given to these students.
11. That a brochure be prepared describing various aspects of Ideal School. This would provide students and parents with more information regarding objectives, courses, expectations, etc.
12. That more standardized achievement tests be given at various grade levels to establish the degree of academic achievement.

TABLE I

LIST OF COURSES BY GRADE, NUMBER OF STUDENTS AND SPECIAL PROGRAM STUDENTS AT IDEAL SCHOOL

Grade Eight	No. of Teachers	No. of Students	Special Programs In This Subject	No. of Students
English 8	1	11		
Drama 8	1	11		
Science 8	1	11		
Mathematics 8	1	10	Advanced	1
Social Studies 8	1	11		
Grade Nine				
			Special Tutorial	1
English 9	1	14	Remedial Skills	6
Drama 9	1	15		
Science 9	1	14	Nutrition	4
Mathematics 9	1	17	Remedial	2
			Advanced	2
			"Catch-Up"	1
Social Studies 9	1	14		
Grade 10				
			Remedial Reading	2
English 10	1	26: 14, 12	Remedial Reading	2
Science 10	1	24: 12, 12		
Mathematics 10	1	16	Basic Skills	2
			Slower (Academic Program)	1
Guidance 10	1	All Grade 10's		
Social Studies 10	1	26		
Grade Ten-Eleven				
Acting 11	1	12	Grade 10 & 11 Concurrently — Math	1
			Grade 10 & 11 Concurrently — English	1
Grade Eleven				
English 11	1	30: 10, 20	Totally Independent	1
Creative Writing 11	1	25	Independent Writing	4
Biology 11	1	20: 12, 8		
Geology (option)	1	5		
Mathematics 11	1	29	For Grade Twelve	2
			Vocational	1
			Programming Course	1
Social Studies 11	1	30: 10, 20		
Russian 11	1	5		
Grade Twelve				
English 12	1	11		
Literature 12	2	14: 7, 7		
Geography 12	1	10		
History 12	1	12		

APPENDIX A

QUESTIONNAIRE A FOR STUDENTS AT IDEAL SCHOOL (N= 85)

Purpose

The following questionnaire is designed to measure attitudes that you may have toward Ideal School.

Instructions

Below are a number of statemnts concerning Ideal School. After each statement, there are five alternatives:

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Please circle ONE which best describes your feelings about the statement. Read all statements carefully. Please indicate below if you are male or female but do not put your name on this questionnaire.

45 MALE 39 FEMALE 1 NO RESPONSE

QUESTIONNAIRE A FOR STUDENTS AT IDEAL SCHOOL

1. I feel a personal commitment to help other students at Ideal School.

   A. Strongly Agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly Disagree

	A	B (Mean)	C	D	E	No Response
	12%	45%	24%	16%	1%	2%

2. My attendance record at Ideal School is worse than it was at my previous school.

   A. Strongly Agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly Disagree

	A	B	C	D (Mean)	E	No Response
	3%	8%	7%	35%	46%	1%

3. At Ideal School, I have been allowed to pursue my own academic interests.

   A. Strongly Agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly Disagree

	A	B (Mean)	C	D	E	No Response
	15%	49%	23%	11%	1%	1%

4. I would prefer that Ideal School be located farther away from downtown than it is now.

   A. Strongly Agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly Disagree

	A (Mean)	B	C	D	E	No Response
	59%	15%	12%	6%	7%	1%

5. As a result of attending Ideal School, my relationships with others have improved.

   A. Strongly Agree
   B. Agree
   C. Undecided
   D. Disagree
   E. Strongly Disagree

	A (Mean)	B	C	D	E	No Response
	38%	32%	23%	6%	0%	1%

6. I would have attended some (more) courses at King George Secondary School if it were nearer.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean

A	B	C	D	E	No Response
4%	26%	21%	32%	16%	1%

7. Ideal School has generally failed to meet my expectations.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean

A	B	C	D	E	No Response
5%	2%	21%	51%	20%	1%

8. At Ideal School students participate in decisions pertaining to the school in general.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean

A	B	C	D	E	No Response
15%	57%	12%	13%	2%	1%

9. At Ideal School students participate in decisions pertaining to their own academic development.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean

A	B	C	D	E	No Response
19%	53%	21%	5%	0%	2%

10. I am allowed to explore my own interest areas within certain courses.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean

A	B	C	D	E	No Response
20%	46%	16%	13%	4%	1%

11. I feel a personal commitment to complete the assignments given at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B (Mean)	C	D	E	No Response
	20%	46%	23%	8%	1%	2%

12. I would prefer that Ideal School enroll fewer students than it does now.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree.

	A	B	C (Mean)	D	E	No Response
	8%	13%	35%	39%	4%	1%

13. I would prefer to be in a regular school.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B	C	D	E (Mean)	No Response
	3%	5%	8%	9%	74%	1%

14. As a result of attending Ideal School, I feel more confident and less discouraged.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A (Mean)	B	C	D	E	No Response
	37%	36%	18%	7%	1%	1%

15. Since coming to Ideal School, I have developed greater creativity in my thinking.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B	C (Mean)	D	E	No Response
	27%	42%	20%	9%	0%	2%

16. At Ideal School, there sometimes exists a feeling of "we (students) versus they (teachers)".

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C (Mean ↓)	D	E	No Response
5%	16%	9%	44%	25%	1%

17. The facilities (e.g. science equipment, library books, etc.) at Ideal School are adequate for the curriculum.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C	D	E (Mean ↓)	No Response
0%	11%	7%	20%	61%	1%

18. I would prefer more contact with teachers at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C (Mean ↓)	D	E	No Response
2%	25%	38%	28%	6%	1%

19. Ideal School has low academic expectations.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C (Mean ↓)	D	E	No Response
5%	12%	19%	47%	16%	1%

20. The person-to-person approach is used extensively by teachers at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A (Mean ↓)	B	C	D	E	No Response
39%	47%	7%	6%	0%	1%

21. I would prefer that the rules be written out at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C	D (Mean)	E	No Response
3%	6%	20%	35%	35%	1%

22. I have had too much free time at Ideal School this year.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C	D (Mean)	E	No Response
9%	17%	11%	49%	13%	1%

23. The school meetings involving teachers, students and staff have generally been worthwhile.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B (Mean)	C	D	E	No Response
8%	41%	26%	18%	5%	2%

24. Ideal School maintains too formal an atmosphere.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C	D (Mean)	E	No Response
1%	0%	14%	42%	39%	4%

25. My attitudes toward school have become more positive since attending Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A (Mean)	B	C	D	E	No Response
43%	32%	13%	9%	2%	1%

26. Positive feedback in learning situations is frequently given by teachers.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B (Mean)	C	D	E	No Response
	20%	48%	19%	7%	5%	1%

27. I would prefer more contact with the outside community.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B	C (Mean)	D	E	No Response
	9%	37%	33%	19%	1%	1%

28. The learning material at Ideal School has challenged my capabilities.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B	C (Mean)	D	E	No Response
	11%	35%	33%	14%	6%	1%

29. I would prefer that Ideal School be located in some other building than the present one.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A (Mean)	B	C	D	E	No Response
	62%	28%	7%	1%	1%	1%

30. Field trips and excursions have generally been a waste of time.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

	A	B	C	D	E (Mean)	No Response
	0%	2%	12%	37%	48%	1%

31. I have developed a sense of self-motivation and personal responsibility at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B (Mean)	C	D	E	No Response
16%	51%	20%	11%	0%	2%

32. I am not allowed to work without supervision at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B	C	D	E (Mean)	No Response
0%	2%	6%	45%	46%	1%

33. There are not enough options or alternative courses available at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B (Mean)	C	D	E	No Response
33%	46%	5%	13%	2%	1%

34. Ideal School has offered me positive learning experiences.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B (Mean)	C	D	E	No Response
20%	51%	25%	3%	0%	1%

35. At Ideal School there are too many students per teacher.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

A	B (Mean)	C	D	E	No Response
16%	24%	20%	28%	11%	1%

36. My interest in academic subjects has been encouraged at Ideal School.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean ↓

A	B	C	D	E	No Response
15%	24%	20%	28%	12%	1%

37. I have more interaction with teachers at Ideal School than at my previous school.

A. Strongly Agree
B. Agree
C. Undecided
D. Disagree
E. Strongly Disagree

Mean ↓

A	B	C	D	E	No Response
63%	26%	8%	1%	1%	1%

Please make any comments you like about:

- Ideal School, generally.
- teachers at Ideal School.
- courses taken this year.
- preferred courses for next year.
- this questionnaire.
- any other aspect of Ideal School.

"Ideal School has great potential. However, we are shackled by a lack of facilities, funds and equipment as well as by a high number of students in some classes."

"Next year Ideal School should be located in a newer building."

"Ideal School should offer more career courses, such as typing, shorthand, power mechanics and metalwork to both boys and girls."

"Ideal School has been a very positive experience in my life. The teachers not only taught academic subjects but also how to communicate with people."

APPENDIX B

QUESTIONNAIRE B FOR STUDENTS AT IDEAL SCHOOL (N = 85)

Purpose

The following questionnaire is designed to obtain background information about students attending Ideal School.

Instructions

Below are a number of statements. Please circle the answer which best applies to you. Please indicate below if you are male or female but do not put your name on this questionnaire.

45 MALE 39 FEMALE 1 NO RESPONSE

BIOGRAPHICAL QUESTIONNAIRE FOR STUDENTS AT IDEAL SCHOOL

1. I have been at Ideal School more than one school year.

   Yes 36% No 64%

2. The most important reason for my enrolling at Ideal School was that I could not "hack" the regular system.

   Yes 69% No 31%

3. If I had not been accepted at Ideal School, I would have dropped out of school.

   Yes 59% No 41%

4. I plan to continue my education at Ideal School next year.

   Yes 46% No 54%

5. I was enrolled in another alternative school (or private school) before I came to Ideal School.

   Yes 41% No 59%

6. I came to Ideal School mainly because my parents wanted me to come.

   Yes 12% No 88%

7. I am glad I came to Ideal School this year.

   Yes 87% No 13%

8. My plans for the future are unchanged since coming to Ideal School.

   Yes 48% No 52%

9. My main financial support comes from parents or other relations.

   Yes 69% No 31%

10. My main financial support comes from a job I hold.

    Yes 19% No 81%

11. I do most of my school work (studying, reading, projects, etc.) at home.

    Yes 47% No 53%

12. I do most of my school work (studying, reading, projects, etc.) at Ideal School.

    Yes 54% No 46%

13. I am holding down a job(part-time or full-time)while attending Ideal School.

    Yes 36% No 64%

14. I had taken a year(s) out of school before coming to Ideal School.

    Yes 21% No 79%

15. My parents are either separated or divorced.

    Yes 40% No 60%

16. One or both of my parents has (have) attended university.

Yes 62% No 38%

17. One or both of my parents is (are) interested in my education.

Yes 88% No 12%

18. I came to Ideal School to prepare myself for further study or a career.

Yes 59% No 41%

19. I lived mostly in a large city during the first ten years of my life.

Yes 67% No 33%

20. I failed one or more grades in elementary school.

Yes 13% No 87%

21. I have more than two brothers and sisters.

Yes 34% No 66%

22. I have been in trouble with juvenile authorities.

Yes 22% No 78%

Please check ONE if the choices for each of the following statements:

23. I am presently living:

76% A. with one or both of my parents

7% B. by myself

1% C. away from my parents with friends my own age

1% D. relatives

8% E. other (please specify):-

7% No Response

24. I am presently living:

6% A. in the West end of Vancouver

15% B. in the area of Vancouver, East of Main Street.

49% C. in the area of Vancouver, West of Main Street.

24% D. outside Vancouver.

6% No Response

APPENDIX C

QUESTIONNAIRE FOR TEACHERS AT IDEAL SCHOOL (N=4)

Age:

Name of Previous School Taught:

Degrees Obtained:

Special Skills and Training:

Number of Years Teaching:

Please circle one of the choices given for each statement.

1. The number of students with whom I get along well is:

A	B	C	D	E
-	5	-	-	-

A. all
B. almost all
C. about half
D. less than half
E. a few

2. In general, the way I feel about how accessible I am to my students during school hours is that I am:

A	B	C	D
-	5	-	-

A. always available to see them when they need me
B. usually busy, but pretty well available
C. usually busy, and not too available
D. only available when they want to see me

3. The sentiment that best describes the social atmosphere at Ideal School is:

A	B	C	D	E	F
-	-	-	-	-	5

A. cold, with most people pursuing their own interests
B. "cliquish"; small groups of friends with little chance for outsiders to get in
C. cool, with few interpersonal relationships happening
D. neither cold nor friendly; the average sort of place
E. small groups of friends open to accepting others readily
F. rather friendly, with more than the usual openness between people

4. If you encounter specific teaching problems do you:

A	B	C	D	E
1	-	-	4	-

A. talk to another teacher at Ideal School
B. discuss in the general meeting
C. use outside teaching "resource" aids
D. combination of the above (letters A, B, C.)
E. other (specify)

5. In general, how would you describe the work relationship among the teachers:

	A	B	C
A. a team that works together	5	-	-

B. small, independent groups of teachers working together
C. mostly individual effort

6. About Ideal School's involvement with the community:

A	B	C	D
-	4	1	-

A. I do not know how involved Ideal School is with the community.
B. Ideal School is not as involved as it should be with the community.
C. Ideal School is quite involved with the community, as much as necessary.
D. Ideal School is more involved than necessary with the community.

7. Discuss in general (giving strengths and weaknesses of):

(a) teacher-student relationships:

-Relationships are generally excellent, there is a firm base of mutual respect. Because teachers and students relate to each other closely over a period of years, there is a tendency for warmth to grow. Learning is an exciting, fulfilling activity to be participated in by all.

(b) procedures for making and implementing decisions at Ideal School:

-Most of the day-to-day organizational decisions are made by consensus of the staff at the regular meetings (which students may attend). Any major decisions are always submitted to the entire student body for discussion and decisions would generally reflect the majority feeling at such meetings. Final decisions, however, would rest with the staff.

(c) teacher work load:

-The work load for the teacher at Ideal School is enormous because he/she has to fulfill three major roles; (i) as full-time teacher, (ii) as academic and social counsellor, and (iii) as administrator cum public relations officer. Consultation with other teachers, with students and with parents takes a good deal of time.

(d) quality and quantity of student work:

-The teachers reported that they find the quantity of work which classes at Ideal School can complete far exceeds that achieved by other regular classes. This situation arises from the co-operativeness and willingness of the students, which obviates the huge expenditure of effort in "controlling" the class which is so often necessary in the "traditional" situation.

7. Discuss in general (giving strengths and weaknesses of):

(e) other:

-A large number of students have poor work and study habits outside of the classroom. This situation arises not from laziness but from a genuine disability to direct their own studies, due probably to a lifetime of over-reliance on teacher direction. The problem is difficult to alleviate at Ideal School as there is a lack of study space, resource materials and library facilities in the present building.

8. Are the facilities (e.g. science equipment, library books, etc.) at Ideal School adequate? If inadequate, in what way are they inadequate and what could be done to improve them?

-More science equipment is needed. The library needs books, shelving, study caralls and improvements in decor. There is no student lounge area and no staff room in the school where teachers can eat lunch and talk informally as a group. It is difficult to have a good physical education program without equipment and facilities at the school.

9. Outline both positive and any negative aspects of being in the Vancouver school system this year:

-Positive
(a) No student fees
(b) Positive administrative assistance from King George School
(c) Free building
(d) Teachers and staff assistant salaries
(e) Some new equipment
(f) Access to audio-visual equipment and materials

-Negative
(a) Very poor location
(b) Reduction in teaching staff and therefore a less complete timetable
(c) Two months of noise caused by construction at the beginning of the year
(d) Slowness in acting on school needs (i.e. equipment)

10. Is the student-teacher ratio adequate at Ideal School? If inadequate, what do you think it should be?

-Yes, although the ratio is adequate for teaching purposes, a smaller ratio would be better so that students would have more teachers offering a greater variety of subjects and mini courses.

11. Do you engage in regular achievement testing as a part of the school program? If yes, please describe this testing:

-Teachers administer tests regularly in Grades 9 - 12 but not in Grade 8.
The tests are usually given halfway through and at the end of each unit in the course.

12. What limitations do you experience as a teacher at Ideal School (facilities, skills, use of community resources, community interest and co-operation, etc.)?

-The greatest lack is that of a staff room, where the staff could store their belongings and meet every day, if only for a few minutes at lunch-time. Another lack of facilities is lockable storage space for confidential materials, etc.

13. Outline some positive aspects of the school in general:

-The most positive aspect of the school is that, for whatever reason, "it works". For a large number of students it seems to "work" and they would much rather be here than anywhere else. Also for the teacher it "works".

14. Outline any negative aspects of the school in general. Which aspects would you like to see improved?

-One of the greatest drawbacks is the great curtailment of the academic programme which was necessitated by the reduction in staff. A much greater variety of courses is needed to round out the high-school programme, whether by increased staff or greatly increased use of volunteer teaching help. The sports and physical activities programme also needs to be greatly extended.

15. Do you see a need for an organized approach to long-term evaluation of Ideal School? If yes, what specific procedures and components do you think should be established?

-Yes.
Procedures and components:
-careful attention to opinions of students.
-pre- and post-testing of students' achievement levels
-classroom evaluation - Casual visitors (including teachers, student teachers and others) have been very helpful in noting positive and negative aspects of teaching. A formal evaluation in this area would be helpful.

16. What is your opinion of the present evaluation?

-The present evaluation has been conducted with little interference to the programme, as the goals of students and teachers were carefully defined beforehand. There should also be a more thorough evaluation of actual academic worth and effectiveness of the programme. The evaluation has already been helpful to us in that it has caused us to develop working definitions of the needs, goals, values and aspirations of the school and individual members.
Overall, the present evaluation has been a very positive experience, and we look forward to the results as providing necessary and useful feedback from objective, qualified observers.
We are grateful to the evaluation team for the care and consideration with which they conducted the process.

17. Do you have any other comments you would like to make?

-Student-teacher relations are more consistent due to non-transferring teachers.

18. List the subjects by grade which you teach. Give the number of students in each class. How many students in each class are working on special programs, i.e., working at a pace different than the class generally?

- See Table I.

19. Are there any discipline problems in any of your classes?

0 Yes

5 No

If yes, what is the nature of these problems? How do you handle them?

20. List any rules which you have developed for classroom behavior.

-A set of attitudes is encouraged rather than a set of rules. Everyone in the class has responsibility for the work, and responsibilities toward others in the group.
Therefore: -
-contribute what you can.
-if you want to move around the room, or leave briefly, do so without interfering with work or other students.
-show courtesy and respect toward others - we differ in talents, opinions, and interests - disagreement is fine, but never mockery or refusal to listen.
-attend regularly and punctually
-help other people when you can, and seek help when you need it.

21. List any rules for behaviour which function in the school generally.

-Regular attendance required.
-Fulfill commitment to classwork and to completion of assignments.
-No smoking in classrooms and main hallway.
-No drugs in school.
-Generally, one is expected to accept a share of responsibility in individual work and in functioning of the school, to show courtesy and consideration toward others, and to respect school and personal property.